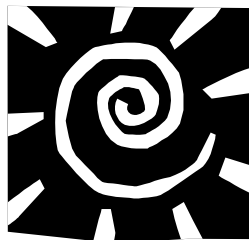


*The Cornerstones of
Effective Transition
Planning...
Self-awareness and
Involvement*

*South Dakota Transition to Adulthood Systems Change Project
June 2001*



Acknowledgments:

The South Dakota Transition to Adulthood Systems Change Project would like to thank the following:

**Lindsay Peitz, BHSSC, format and design
South Dakota Parent Connection, editing the document**

The Transition to Adulthood Systems Change Project is funded by the US Department of Education, Office of Special Education and Rehabilitation Services, under a SD Office of Special Education and Division of Rehabilitation Services grant. This is a Black Hills Special Services Cooperative publication, which does not necessarily reflect the positions of the departments granting funds.

Preface

Welcome to **“The Cornerstones of Effective Transition Planning... Self Awareness and Involvement.”** This guide is designed to help families with youth with disabilities increase their knowledge and skills of transition services. In this guide we hope to increase families capacity to positively affect the post-school outcomes of their children!

CONTENT: The content of this guide includes an overview of transition planning and key services to utilize when going through the transition process.

ORGANIZATION: This guide is divided into 9 sections:

- ❑ **Introductory section, which is on self-awareness, defining your disability and self-advocacy,**
- ❑ **Overview of transition,**
- ❑ **Planning,**
- ❑ **Key players in the transition process,**
- ❑ **Role of the parent,**
- ❑ **Resources,**
 - **Questionnaires and Assessments,**
 - **Career Exploration,**
- ❑ **Advocacy,**
- ❑ **Fast Facts,**
- ❑ **Acronyms.**

Self-Awareness, Knowing your Disability and Self-Advocacy

We feel that the cornerstone of effective transition planning consists of three concepts: 1.) self-awareness, 2.) knowing your disability and 3.) self-advocacy. If you know these three items and understand what they are, then a much smoother transition from high school to postsecondary will occur.

NOTE: As you read through this guide and start to plan for future outcomes with your child, we feel it is important to remember that in order for effective transition planning to take place your child must become “self-aware” and “involved”. This will be the “bridge to the future” for your child.

Your child can:

Invest in themselves. They can ask the school to help them find out what school and community learning opportunities are available for them and how to develop a plan for their future.

Get beyond the books. Explore leadership activities, get involved in student organizations, and meet with community representatives to find out what is available to help them build their future.

Get real-life experiences. Get experience in a variety of school and community settings, understand and practice skills they will need in life, and gain new abilities through volunteering and service in their community.

Discover what's important to them and what they want to do with their life. Talk about with they like, what they don't like, what they are interested in, what they still need to learn, what kind of support they might need, and who can help them get there.

Explore their future. Discover their best options for more training and learning after high school, get help with pursuing those options, and explore what they will need to make it happen.

Build their life. Talk about their interests in school and at work, where they want to live, what they want to do for fun, and what they want for their future.

As a parent/guardian you can:

Invest in my child. Help my child understand his or her gifts, talents and strengths; what my child knows and still needs to learn; and where to get help and additional support.

Connect schools and communities for life-long learning. To understand the full range of learning opportunities available for my child both inside and outside of school walls.

Help my child get real-life experience. To support my child to have high quality learning experiences in a variety of school and community settings.

Discover what's important to my child and what my child wants to do in life. To listen to my child's dreams and goals and help my child identify people who can provide support to move successfully from high school to adult life.

Help my child explore the future. To be involved in helping my child to make life decisions, and to encourage my child to explore any options that support his or her goals and dreams.

Build my child's life. To talk with my child about creating a plan for the future, to help develop this individual plan, and to make connections with the world for future success in life.

Defining the Disability. Another item you may want to become more comfortable with is “Defining the Disability”. Along with your child you can find out:

- ❑ The definition of the disability,
- ❑ Research the disability,
- ❑ Decide what is the easiest way for the child to learn,
- ❑ Learn and prepare to teach about the disability to your peers,
- ❑ Accommodations and
- ❑ Explore different options.

Self-Advocacy

After you have done some research and familiarize yourself with the “disability” then the next step is to: develop the self-advocacy tools that will empower your child to become active participants in planning their future. So what is a self-advocate? Self-advocates speak up for themselves on their own behalf. They stand up and ask for what they need because they realize no one else knows how they think and feel. NO one can read their mind!

Self-advocacy is really the BEST kind of advocacy because it puts the individual in charge. There’s no waiting for someone else to change the situation. Self-advocates make the changes for themselves.

Practicing self-advocacy encourages one to move from hopelessness to hopefulness and from dependence to independence.

Winnelle D. Carpenter, M.A.
Cognitive Learning Consultants 1994

TABLE OF CONTENTS



1. Introduction.....	8-9
2. What Is Transition Planning.....	10-12
3. Ten Tips for Effective Transition Planning	13-14
4. Who- Key Players in Transition	15-28
Transition Partners.....	15
IEP Team Members.....	15
Family Members.....	16
School Personnel	17
Students	19
Teachers.....	20
5. Community Service Providers	22-28
Division of Vocational Rehabilitation.....	22
Social Security.....	23
South Dakota Benefits Planning and Outreach Program	25
Centers for Independent Living.....	26
Service to the Blind and Visually Impaired.....	27
Social Services	27
Employers	27
Advocacy Services	27
Post Secondary School.....	27
Other	28
6. Role of Parent	29-32
7. Resources	33
Checklist for Transition.....	34
Transition Planning Timeline.....	37
How to Participate in the IEP Planning Process	41
The Roles of Families in Transition Planning	42
Questions to Ask	43
Questions and Answers.....	44

8. Questionnaires and Assessments	48
Student/Parent Questionnaire.....	49-50
Student Transition Assessment.....	51-54
Assessment for Parents	55-58
Self-Assessment for Parents.....	59-61
9. Career Exploration.....	62-76
Parents Checklist for School-to-Career Involvement	65
Tips for Parents	67-72
For Elementary School Students	
For Middle and High School Students	
Investigating Careers	74
Help Your High School Teen Acquire Skills	76
10. Advocacy.....	77-79
11. Fast Facts	80-85
12. Acronyms	86



Introduction

**You
are a
Marvel**

Marvel

Each second we live is a new and unique moment of the universe, a moment that will never be again . . . And what do we teach our children? We teach them that two and two make four, and that Paris is the capital of France.

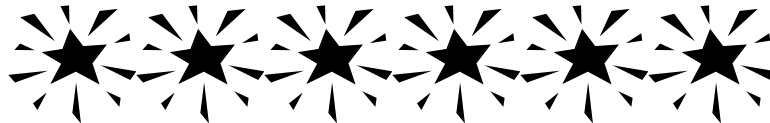
When will we also teach them what they are?

We should say to each of them: Do you know what you are? You are a marvel. You are unique. In all the years that have passed, there has never been another child like you. Your legs, your arms, your clever fingers, the way you move.

You may become a Shakespeare, a Michelangelo, a Beethoven. You have the capacity for anything. Yes, you are a marvel. And when you grow up, can you then harm another who is, like you, a marvel?

You must work - we must all work - to make the world worthy of its children.

By Pablo Casals



YOU are the KEY expert on your child and the needs of your child and as your son/daughter begins to negotiate the road to independence your involvement is even more important than ever.

Everything you wanted to know about transition.....but didn't know who to ask.

A philosopher once told us: "A parent can only give their child two things; Roots to Grow From and Wings to Fly."

It's the truth - when children become teenagers, they become strangers. Teenagers are struggling to learn who they are, deciding what to be. As they search for themselves, they are also asserting their independence. These are trying years for all parents, but for parents of a child with a disability these years can be even more confusing and difficult. Over the years, you have learned about and lived with an individual with a disability. YOU are the KEY expert on your child and the needs of your child and as your son/daughter begins to negotiate the road to independence your involvement is even more important than ever.

You probably heard the word "transition" for the first time when your son/daughter was turning 14 and now it may feel like everyone is talking about "transition." As a parent you want to understand what transition is about and how you fit into this picture. Stated simply, transition means change. You have experienced several transitions already - the transformation from baby into child, starting school, becoming a young adult. At all phases of life transition is obvious. Transition is a process and a partnership that prepares your child for adult life, while still in school. Without adequate preparation for adult roles and access to appropriate adult service providers your child may face serious difficulties in achieving their independence.

The SD Transition Services Liaison Project believes that parents are critical to a successful transition outcome. It is our intention to offer the following information to assist you in understanding your role in this process to ensure your ability to participate as a successful partner.

**What is
Transition
Planning?**

"If you fail to plan, you plan to fail."

Studies over the past 20 years have repeatedly demonstrated that many adults with disabilities are either not employed, underemployed, or are discouraged workers. Early and comprehensive planning was recommended to address those issues. Transition planning was mandated beginning in 1990 when the Individuals with Disabilities Education Act was passed and signed into law. Transition planning is a part of the IEP (Individualized Education Plan) process. Your child's transition plan must be tailored to fit their individual needs.

**What do I
want to do
for a job?**

These questions are at the heart of transition planning. All young adults struggle with life plans following graduation from high school - employment or education, university or technical school, home or apartment. An ongoing discussion of these questions and exploring all possible options at an early age is essential to a successful transition outcome.

**Where will I
live?**

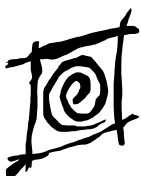
The Transition plan: What the LAW says...

- ❑ Beginning at age 14 (younger, if appropriate), your child's IEP must include a statement of transition service needs that includes their course of study.
- ❑ Beginning at age 16 (younger, if appropriate), a statement of needed transition services for your child, including a statement of interagency responsibilities or needed linkages, when appropriate.
- ❑ At least 1 year before your child turns 18, a statement that the child has been informed of their rights and that these rights will transfer to your child when they turn 18.

**The activities
must be
based on
your child's
needs and
take into
account
his/her
preferences
and interests
for future
outcomes.**

The Transition plan: What the LAW means....

- ❑ Transition planning is helping you and your child to think about life after high school and identify long-term goals.
- ❑ Transition planning is assisting your child to gain the skills and connections they need, while still in high school, to reach their goals.



One of the critical differences between high school and post-secondary is that in order to receive services your child is required to ASK for accommodations

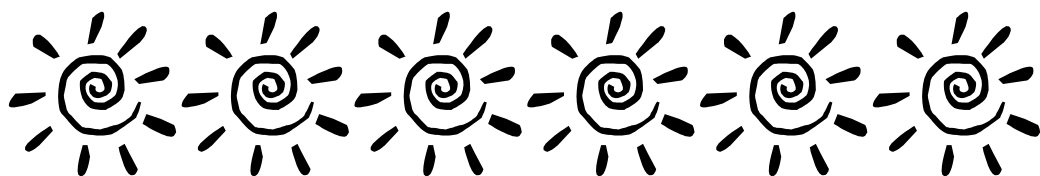
What skills does your child currently have; what skills will they need to acquire or refine in order to live as independently as possible?

"Transition services" means a coordinated set of activities that will help your child to move from school to - post-secondary education, adult services, community participation, independent living, and employment. The activities must be based on your child's needs and take into account his/her preferences and interests for future outcomes. These transition service areas must be discussed and addressed in every individual's transition plan.

1. **Employment** - The goal for all individuals is to be a productive and participating member of the community. Being self-supporting is a critical part of this desire and the transition plan must address what your child will do to earn a living. Experience is sometimes the best teacher and meaningful opportunities to explore a variety of career possibilities through work experiences or job shadowing might help your child to be better prepared to work and will assist them to make a career decision.
2. **Post-secondary education** - Many jobs/careers require some level of post-secondary education. If your child is interested in pursuing this additional training the course of study developed and reviewed as a part of the transition plan should ensure that your child is registered for the classes that are required for acceptance into post-secondary education. It is also essential that your child be able to describe his/her disability and the types of accommodations and supports they need to be successful in an academic environment. One of the critical differences between high school and post-secondary is that in order to receive services - your child is required to ASK for accommodations.
3. **Community participation** - A feeling of connection to the community is a basic need. Individuals with disabilities want to be contributors not spectators; participants not recipients. Questions to be considered include - are there transportation services available? What are the clubs, churches, organizations in the community? A deliberate plan of action may be necessary to ensure that your child is able to fully participate in your community.
4. **Independent Living** - All teenagers live for the day when they can be "on their own". High school is traditionally the time when young adults begin to acquire these skills for independence. Your child's transition plan in high school should include a

discussion of independent skills in this area. What skills does your child currently have; what skills will they need to acquire or refine in order to live as independently as possible. Discussion regarding guardianship also needs to occur.

5. **Adult Services** - There are many agencies that will assist your child as they transition towards an independent life. It is critical that the linkages to these agencies occur while your son or daughter is in school.



Ten Tips for Effective Transition



Ten Tips

1. Start the process early. According to law, transition planning must begin for a student at the age of 16. This means that when the student is 15, transition planning must occur at the IEP. However, transition must be considered at the age of 14. By starting the process early there is a better chance needs will be met.
2. Utilize the strengths and interests of the student. Students may be very good at some things and have difficulty with others. Be aware of the strengths and interests of the student and develop them into specific job skills. Successful transition planning for the student will focus on strengths and interests, not deficits.
3. Community-Based Instruction. The community is a natural teaching environment necessary for effective transition planning. Skills that are necessary for employment, independent living, and leisure cannot all be taught in the classroom environment. The classroom and the community should not be thought of as separate, but integral. Teach skills in the classroom, and practice them in the community.
4. Utilize the resources of the school. The school has many resources that can be utilized in effective transition planning. Look at the school's curriculum to see what classes may be beneficial for the student's transition planning. Be sure that classes the student is enrolled in match the outcomes identified for post-secondary life. The school also has personnel that should be utilized. Guidance counselors, school to work staff, regular education teachers, and others may have valuable insight to the student's transition planning.
5. Plan for transportation needs. Transportation needs is one of the most overlooked facets of transition planning. Can you imagine what your life would be like if you couldn't drive? Our cars get us to and from work. They get us to the store. We use them to see friends. Many individuals with disabilities will not be able to drive. Effective transition planning must address how the individual will access their communities if driving is not an option they will have in adult life.
6. Involve the student. Student involvement is the cornerstone of effective transition planning. By law, the student's "preferences and

More Tips...

interests" must be considered when planning for transition. Students should not only attend their IEP meetings, but should be active participants. Involvement in self-advocacy and self-determination education will increase the student's active participation in the transition planning process. Self-advocacy and self-determination are not only skills needed for transition planning, but are needed for life.

7. Follow a sequential, documented process. Effective transition planning does not happen by accident. By following a sequential, documented process, the needs of the student are more likely to be met. Use checklists to document progress and plan from year to year.
8. Develop relationships first, ask for services later. There are many adult service agencies that may provide service to the student when he or she leaves school. Some may provide service while the student is in school. In either case, develop a relationship with the service provider before services will actually take place. By doing this, the service provider will have a better understanding of the supports and services that the student may need.
9. Be creative. Transition planning is not "black and white." It is gray. It is not concrete. It involves flexibility. One transition plan will not work for every student. Be creative when planning for transition. Think of the student as an adult. Involve as many "players" as you can. Look for resources in many different places.
10. Have high expectation. When planning for transition, have lofty goals. Transition planning is planning for adult life. To have a happy and productive adult life, we want to do as much as possible with the skills that we have. Reach for the stars!

Thanks to Todd Christensen of the South Dakota Transition Services Liaison Project for this article. Todd reminds you that the South Dakota Transition Project is available to make your transition planning process the best that it can be. You can contact the South Dakota Transition Services Liaison Project at 1-800-224-5336.



Roles and Responsibilities

Transition Partners

A transition-focused IEP team is made up of people who can assist and support students and their families through the critical transition from school to adult life. During the transition years, each student's IEP team expands to include non-school agencies, service providers, and other community members (e.g., friends, employers, vocational rehabilitation counselors, SBVI counselors, University disability services coordinators, Independent Living Center staff, Adjustment Training Center staff, others).

When choosing people to assist students with their plans for the future, a team should first consider the types of services and supports a student may need to meet their adult goals. The composition of each student's planning team can have a significant impact on the ultimate effectiveness of a transition-focused IEP.

The expansion of a student's IEP team should be directly related to the anticipated needs of the student. The IEP team is convened by the special education teacher in consultation with the student and their family. The student and family may identify key people who are already involved in their lives, such as a relative, friend, or advocate. Students and their families need to be given a wide variety of information about available post-school services and community resources so that they can make informed decisions about the non-school participants they want on their transition-focused IEP team.

When inviting non-school participants to transition-focused IEP meetings, the special education teacher needs to clearly explain why the person is being invited and what role they are expected to assume at the meeting. For example, a person may be invited to provide information about services. When choosing new members for the team, consider inviting representatives from agencies who might be valuable in supporting a student in attaining his or her anticipated post-school outcomes. By becoming involved, the new members can then contribute to the development of a plan that leads to the goals a student desires as an adult. In addition, these members may be potential providers of post-school services and appreciate the opportunity to become familiar with the anticipated goals and needs of students prior to providing services.

IEP Team Members

Required team members include: Student, their family, Special Education Teacher, General Education Teacher, Individual who can interpret results of evaluations, Representative of LEA, any related service provider. Expanded Team members could include:

Vocational/SBVI Counselor, Adjustment Training Center staff, Independent Living Center staff, and Community Agency Representative.

Transition-focused IEP team members and their roles....
--

Family Members

Remember:
Students and parents are equal, decision-making members of the IEP team.

One of the most important responsibilities of families is to prepare your children to be interdependent and successful adults. Because students with disabilities are likely to encounter a variety of challenges, transition to life as an adult may have to be more carefully planned. Families must be included as integral members of the transition-focused IEP team. You bring a wealth of information about your sons and daughters that is critical to effective transition planning. Following are ways family members can assist in the development of transition plans with your children:

- Sharing information about "what has worked" for your sons and daughters, family strengths and resources, incentives that school cannot offer, and most importantly, sharing your "dreams" of the future for your sons and daughters, along with challenges you are facing as parents;
- Becoming informed about quality transition planning and relevant community services that can assist and support your sons and daughters in achieving success as adults;
- Assisting in the implementation of identified transition goals;
- Assigning specific duties to your sons and daughters around the home; emphasizing good grooming, physical fitness, and social and communication skills;
- Making sure that the intentions of agreements and collaborative efforts between various agencies are fully met;
- Advocating for the development and initiation of services that do not currently exist in your school or community;
- Providing an assessment of your son's and daughter's skills outside of the school environment;

- Helping your sons/daughters prepare to participate in their IEP meetings by helping them identify accomplishments, goals, dreams, practice introducing everyone, etc.;
- Actively supporting efforts to provide transition in a variety of community settings and sharing contacts to assist in securing training sites; and
- Providing a variety of community experiences for your sons and daughters.

School Personnel

School personnel have a critical role in facilitating both the transition planning process of students, and guiding students in meeting their goals through educational and support services, along with providing daily adult experiences. This role includes:

- Encouraging families to plan optimistically for their son's or daughter's future, beginning in the elementary years;
- Informing students and families about the transition planning process;
- Assisting students in understanding, experimenting with, and selecting appropriate accommodations and resources for daily living;
- Helping students experiment with and select appropriate assistive technology relevant to their own unique situation, with the goal of increasing their independence/interdependence and participation in life-enhancing activities;
- Coordinating the transition planning process, as well as involvement in both direct and indirect instructional services as designed by the team;
- Educating individuals on a student's team about support alternatives available in their community;
- Involving students and family members in the design and implementation of the transition focused IEP;

How to Begin Transition Planning

- Encouraging family members to allow students to become their own advocates, with plenty of practice in making and following through on choices and decisions;

Transition goals cannot be achieved in one year. Transition planning, services, and activities should be approached as a multi-year process. Young adults themselves, along with their parents, play an important role in the transition process. Granted, involving the student in his/her own transition planning is required by law, but perhaps the most important reason for student involvement in transition planning is to facilitate the development of his/her self-determination skills, for these are essential for the student to develop the ability to manage his or her own life.

To begin with, examine your family's values as well as your young adult's interests, skills, and desires for the future. Encourage your son or daughter to talk about their preferences for the future. These preferences should be the guide for the transition planning process. Involve your child in activities that help him/her become a good decision maker and develop self-advocacy skills. Transition services can and should be delivered through curricular and extracurricular activities in many settings-*in academic and vocational classrooms, at home, and throughout the community*-to practice and reinforce newly acquired skills. The more young adults with disabilities have opportunities to practice their skills in real life situations, the more comfortable and natural they will feel in those settings.

Conclusion

Throughout public school years, the district has had the responsibility of providing the services for the student with disabilities to become a successful learner. The transition from school to adulthood may be complicated because the adult system is very different: there are *many* public and private agencies that provide services for adults with disabilities. However, unlike educational services, there is no absolute entitlement to those services. In other words, different, more restrictive eligibility criteria, long waiting lists, and uncertain funding may keep a young adult from obtaining services upon leaving school. This is why transition planning at an early age is so critical.

Transition services and activities should provide young adults with disabilities with the necessary skills to make informed choices and decisions, and gain full inclusion in society in *all* aspects of their lives.

Students

Focusing on the role of the student in the transition planning process is becoming a well-established practice in many schools. Team members now understand that it is essential to involve students in making decisions about their own lives. It is believed by many that individuals who are active participants in planning their future are more likely to be committed to reaching their goals.

"I feel that a student is the most important person on a team and I wouldn't have a meeting without him or her. All teachers need to learn how to prepare students for their meetings and teach students how to be effective self-advocates." (comment by a teacher)

All students need to be challenged to determine their current skills, decide on future goals, design plans to meet those goals, and follow through on activities that lead to successful adult outcomes.

The role of students in developing their Transition-Focused IEP includes:

- ❑ Providing information about their future adult goals to the team;
- ❑ Sharing their successes and accomplishments with the team;
- ❑ Determining their strengths and challenges and communicating them to the team;
- ❑ Expressing a desire for certain program components;
- ❑ Contributing information about their preferences; and
- ❑ Collaborating in the decision-making process.

It is not enough to have students simply attend their planning meetings; teachers and parents need to take an active role in preparing students for participation. Some students have had limited experience in expressing personal preferences and advocating for themselves. Speaking out about their preferences, particularly in the presence of "authority figures," may be a new role for students, one for which they need guidance and feedback. Teachers and parents can help prepare students to participate in their planning meetings by talking about the meeting's purpose, describing what goes on and who typically attends, identifying the role each person will play in

supporting a student's goals, and discussing transition issues before and after the meeting occurs.

Some students may benefit from rehearsing certain parts of the meeting, such as how to greet team members or ways to express preferences or suggest alternatives.

Teachers

Teachers can help to prepare students for transition in the following ways:

- ❑ Encouraging and assisting students to be active, prepared members of their teams;
- ❑ Connecting students with courses and activities that will help them meet their goals and meet requirements for graduation; and
- ❑ Ensuring the implementation of a student's IEP.

Typically, the focus of IEP meetings has been on a student's deficits. If this remains the focus, it is almost certain that a student will do everything possible to miss future meetings. Focus on the things students can do. Begin by talking about the interests, skills and experiences they have gained over past years. Celebrate accomplishments before discussing needs. Speak directly to students, not about them and ask questions to encourage participation.

Try
statements
like these:

"I've noticed that you've enjoyed your art class this year, Louis. You have attended almost every day and have finished some beautiful pieces. You really work hard at getting something done that you enjoy doing. Tell us about some of your favorite artwork."

"Your career assessment shows that you are interested in working with animals, Lynn. I'm not surprised, considering the hard work you've done at home on the farm. Let's explore some careers that involve working with animals."

"Steve, you have been a big hit with the children at the hospital during your internship. Have you ever considered a career in working with children? I believe that you have a lot of talent in that area."

Community Service Providers

Community Service Providers provide an important link to community resources and can assist young adults in accessing services. For example, organizations that provide employment services may have information on current labor trends and potential job markets. Once a student has left school, providers may be able to offer programs and services to assist in vocational training, job placement, and living alternatives. Community service providers, along with students and their families, have the responsibility to follow-up on the transition plan after graduation.

On the following pages are brief descriptions of a number of community service providers, including some of the transition services they may offer. This list is by no means comprehensive; in addition there are often eligibility requirements, and services may vary by community.

Division of Vocational Rehabilitation

The school system continues to provide special education services according to the IEP while the student is in school. At or before age 16, school staff members are required to invite potential adult services providers to the IEP meeting. It is at this time that a Division of Vocational Rehabilitation (DVR) counselor should be invited, if they haven't already become involved.

BE AWARE

No later than 1-1/2 years before the student is going to leave school, the student should be officially referred to DVR services if appropriate. Even if they are not "referred," a student with a disability interested in DVR services can fill out an application for services. This early involvement is to make sure eligible students have an Individualized Plan for Employment (IPE) in place prior to leaving school so there is no lapse in services. (The IPE is similar to the IEP.)

Unlike special education, which is an entitlement to everyone, DVR only serves those individuals who are "eligible." The eligibility requirements for the two programs are different. It is possible to be eligible for DVR and not be on an IEP student--for example, students who are in wheelchairs, but do not require special education. And it is



also possible to be on IEP student and not be eligible for DVR services, as in the case with someone with speech impairments. To be eligible for DVR services, a student must have a physical or mental impairment which results in a substantial impediment to employment. The individual also must require DVR services in order to become employed. When a student meets these criteria, DVR presumes the student can benefit from vocational rehabilitation services, no matter how severe the individual's disability is. There must be clear and convincing evidence that they cannot benefit.

DVR does not have resources to serve all the people who are eligible, so they are using a process called an "order of selection" which determines which eligible people will actually receive services. DVR's priority is to serve those with the most severe disabilities first. So once an individual is determined to be eligible, the counselor will review the person's functional limitations and determine if their functional disabilities are severe enough to receive services. If not the individual will be informed that he or she is being placed in a "closed category" and that this status will be reviewed annually. If the functional assessment was correct and the student is not in a category that will receive services, it can be assumed that DVR will not be able to provide any services for the foreseeable future. In that case, the IEP committee and the student should make plans with other community services, unless the student's condition gets worse.

Once a student is accepted for services, the counselor will review information from the school and any other medical reports, etc., meeting with the student and his/her teachers and parents to develop an IPE. Sometimes additional assessments are done to determine the best plan of action, although generally the school has enough information. The IPE will describe the student's vocational objectives, the steps to get there, and who will be doing what. The IPE is prepared in coordination with the school and must include a summary of relevant elements of the IEP. The IPE should reflect the student's needs and objectives that were in the IEP.

DVR and school systems sometimes disagree over administrative and money matters. As a parent and consumer, you need to make sure, that all services are described clearly on both the IEP and IPE. The name of the agency and title of the person responsible for each activity or service should be written next to each of the services documented.

DVR can provide a variety of services, and often purchases services through other agencies. Some services could be, but are not limited to, the following:

- vocational and personal adjustment counseling and guidance
- job-seeking skills (training)
- job-placement assistance
- occupational licenses, tools, equipment and supplies
- training and education
- work adjustment services
- consultation in job-site modification
- physical restoration
- technological aids and devices
- specialized evaluations
- support services, including interpreters, note-taking, reader services, orientation and mobility, and rehabilitation engineering
- supported employment services

If you have questions about DVR services or the services being provided to your child, do not hesitate to call the District Director in the local DVR office in your area. (See Appendix J)

Social Security

Social Security

Transition planning must include some consideration for how the adult with a disability can get enough income to live independently and still pay for all necessary supports. Most will be employed to some extent, but the jobs may be only part-time and provide very minimal income. Other sources of income must be found. Government assistance through Social Security is one of the most common income sources for people with disabilities.

The Social Security Administration (SSA) is part of the federal government. Most people who are employed have Social Security deducted from their paychecks. The employee's deductions and a contribution from the employer goes to Social Security. When that person retires or becomes disabled and cannot work, he or she can begin drawing monthly benefit payments from Social Security. When a person who has paid into Social Security dies, the spouse and children can get the benefits.

To receive Social Security benefits, a person must:

1. Have worked and paid into Social Security
 2. Be a surviving spouse, child, or dependent with disabilities.
- OR**

When a person who has been employed and paid into Social Security can no longer work due to retirement or old age, the benefits are usually called Social Security.

When a person who has been employed and paid into Social Security can no longer work due to disability, the benefits are called Social Security Disability Insurance (SSDI).

Social Security, SSI and SSDI are all different.

The Social Security Administration provides another payment plan for people who are blind or have other disabilities.

Anyone who is judged to be disabled by the Disability Determination Unit in South Dakota and has limited income and resources can receive monthly payments regardless of age. The amount of these payments depends on the person's other resources.

SSI

This benefit plan is called Supplemental Security Income (SSI).

People often use SSI money to supplement wages or other income; however, it can be saved toward the goal of becoming self-supporting. This is called Plan for Achieving Self Support (PASS). The advantage of PASS is that the money earned does not affect SSI or SSDI. A person may save earnings under PASS while keeping other benefits. People must ask the Social Security Office about PASS, since it is not a very well known program.

The savings may be used for:

- ☛ supplies to start a business
- ☛ tuition, fees, books, supplies for school or training
- ☛ supported employment services, including payments for a job coach
- ☛ attendant care or childcare expenses
- ☛ equipment and tools to do the job
- ☛ transportation to and from work
- ☛ uniforms, special clothing and safety equipment

South Dakota Benefits Planning and Outreach Program

PASS can help. You must ask your Social Security Office.

The PASS must be written and approved by the Social Security Administration. The SSA office can assist with preparing a PASS.

For more information specific to the needs of your family member, contact your local Social Security Administration office.





South Dakota Benefits Planning and Outreach Program

Benefits Specialist:

The Social Security Administration has made Specialists available across the country to assist individuals who receive SSDI or SSI to obtain information on how work will impact their benefits. There are several incentives within the SSDI and SSI programs that allow you to have earnings and retain part or all of your benefits. In addition these incentives allow you to retain health care benefits (Medicare or Medicaid) even after cash benefits are lost to increased earnings. The benefits Specialist can help you determine how best to utilize the work incentive provisions and maximize your benefits. The Benefits Specialist can also help you analyze the impact work will have on other benefits such as housing assistance, food stamps, and other state or federal benefits. You can contact the Benefits Specialist at (800) 224-5336 or by email at benefitsworking4u@tie.net.

South Dakota Outreach for the Social Security Project is part of The Ticket to Work and Work Incentives Improvement Act. The purpose of the project is to explain work incentive programs to Social Security Disability (SSDI) and Supplemental Security Income (SSI) beneficiaries who want to work.

This project will:

-  Provide direct advice and assistance to these individuals.
-  Provide benefits planning and assistance to beneficiaries with disabilities.
-  Conduct outreach to beneficiaries with disabilities (and their families).
-  Work with Federal, State, private agencies, and nonprofit organizations that serve beneficiaries with disabilities.

Centers for Independent Living

- ✚ Explain the Social Security Administration's work incentives, and inform beneficiaries of the effect of work on their benefits.
- ✚ Provide information on other supports available so they can make informed decisions about returning to work.
- ✚ Assist with developing a PASS.

The project will utilize existing outreach networks such as Social Security, Vocational Rehabilitation, and Centers for Independent Living to help in the identification of individuals with disabilities that could benefit from receiving this information.

Centers for Independent Living

South Dakota has several Centers for Independent Living located throughout the state. Transition specialists at these centers can assist students in identifying goals and accessing resources across a wide variety of areas including: housing, attendant management, community resources, health care, peer support, employment and educational opportunities, self-advocacy, personal safety, and individual rights.

SBVI

Service to the Blind and Visually Impaired (SBVI)

If an individual has a visual impairment, with or without additional physical or mental disabilities, Service to the Blind and Visually Impaired (SBVI) can offer assistance in transition planning. Some of the services available from SBVI include:

- ⇒ Adjustment to blindness, including orientation and mobility training and rehabilitation counseling
- ⇒ Low vision services
- ⇒ Assistance in finding and keeping a job
- ⇒ Tools and supplies needed to reach goals
- ⇒ Assistive technology
- ⇒ Vocational training
- ⇒ Post-secondary preparation

Social Services**Social Services**

Social Services assists individuals in meeting a variety of essential daily needs, such as housing, employment, financial support, health care and transportation. The case manager can determine eligibility for services, help identify which services are needed, seek out appropriate services, and coordinate service delivery.

Employers**Employers**

EMPLOYERS can assist during the transition planning process by:

- ⇒ Providing information on a student's work habits and skill levels or information for a student and family on the skills needed for certain kinds of work
- ⇒ Offering job sites for work-based learning and becoming integrally involved in a student's learning
- ⇒ Offering their expertise at "career days" and as guest speakers

Advocacy Services**Advocacy Services**

Advocacy services may be available from South Dakota Advocacy Services, 1-800-658-4782. Services include:

- ⇒ Advocates for people with special needs
- ⇒ Involvement with legislation affecting people with special needs
- ⇒ Information and referral regarding potential services
- ⇒ Investigation and intervention
- ⇒ Legislative support for lawyers working for clients with special needs

Post-Secondary Schools**Post-Secondary Schools**

Post-secondary education can be pursued through several avenues such as public and private colleges, universities, community colleges, technical colleges, and business and traditional schools. Most post-secondary schools have staff specifically assigned to counsel students with disabilities. During the transition planning process, post-secondary support staff can provide information on survival skills, the application process, and support services offered by the institution.

Other Resources

A number of other resources exist that may be useful in the transition planning process.

- Have staff specifically assigned to counsel students with disabilities.
- During the transition planning process, post-secondary support staff can provide information on survival skills, the application process, and support services offered by the institution.
- For example, a representative from a Social Security office can provide information regarding rules and regulations for people with disabilities and application forms.
- Mental health centers can provide evaluations and support through therapy, counseling, and consultation.
- Career Learning Centers can provide job listings and can help with making applications and employer contacts.
- An array of health services can be provided by public health nurses or other health care providers. Depending on individual students, representatives from these services may be included on the transition-focused IEP team.



The Role of the Parents

The Role of Parents

During your student's transition years, you might have to play many roles, including these:

Share

Share What You Know About Your Student

You can share important information about your student's personal traits, interests, likes and dislikes. Be clear about your student's abilities at IEP meetings and transition planning meetings.

Role Model

Be a Role Model

Let your student know that he or she can become as independent as possible. Give your student chores around the home, and focus on good grooming, physical fitness, and good social and communication skills.

Case Manager

Be a Case Manager

You will need to make sure that the goals of the transition plan are fully met. This can be hard if your student's need for services continue after his or her school years. It's likely you will have to work with many different people and agencies to get the adult services and supports your son or daughter needs.

Encourage

Encourage Job and Career Exploration at School and at Home

You and your student's teachers need to talk with the student about the many career choices, and the rewards of work. Talk to your son or daughter about your own job and other jobs and careers, and have him or her explore hobbies which use skills and tools related to his or her job interests. Find out about School-to Career, summer jobs, and other programs in your school and community.

Work

Work for More and Better Supports

You and your student must keep working with service providers, employers, and policy makers to create more choices for students with special needs.

Let Go

Let Your Son or Daughter Take Risks

You might have mixed feelings about your son or daughter becoming more independent--many parents do. You might know that letting go is the best thing, but it can be hard to let your student take the risks that go with independence. It helps to stay focused on your student's abilities.

**Plan
Financially**

Be a Financial Planner

Often when young people with disabilities work or get money from others, this can change their cash payments from programs like SSI. Talk to professionals about how your son or daughter's job, savings, and things like trusts and inheritances might affect this, and make plans for it.

How You Can Help Your Son/Daughter Prepare for Transition

Listen

Listen to Your Child's Ideas, Goals and Dreams.

Focus on your child's interests and abilities rather than disabilities. Encourage and help your child explore his or her dreams and ideas, even if yours are different.

Help

Help Your Son/ Daughter Learn the Skills that He or She Will Need As an Adult

Find ways for them to be independent from a young age.

Have your child practice self-help skills, and give him or her tasks around the house.

Give them a chance to make choices and learn to make wise decisions.

Teach them to be his or her own advocate.

Have them practice social and communication skills needed for work, school, recreation and friendships.

Help them be part of the community. Look into after-school and recreational activities, chances to volunteer, and job options.

Work on IEP goals and objectives at home as well as at school.

IEP

Make the Most of the IEP Process

Begin planning early--at least by age 14.

Encourage your child to be a part of the planning process as much as possible. Make sure he or she is part of team meetings and has a say.

	Ask your child's teacher about IEP planning tools, such as MAPS, COACH, etc.
Be Prepared	<p>Be Prepared for IEP Meetings</p> <p>You can bring others to your child's IEP meeting (relative, friend, advocate, service provider). They can give moral support, help gather and share information and viewpoints, and even take notes. Talk with the special education director or your child's teacher about who you would like to invite.</p> <p>Write down questions and ideas you have, both before and during the meeting. Have people explain anything that is not clear to you. Get answers to all your questions before the meeting ends. Or get a date when people will get back to you. Think about the goals and objectives in the IEP/transition plan. Will they prepare your student for adult life, such as living and working in the community?</p> <p>Do not feel pressured to make decisions on the spot.</p> <p>Before you leave the meeting, make sure you know what will happen next, such as when you will get the written IEP and who the contact person is.</p>
Get Involved	<p>Become Involved in Your Son/Daughter's School</p> <p>Get to know the school staff -both the regular and special education staff. Find out about all school services, including regular education and after-school activities (such as sports, and clubs). Get to know the people involved in the activities that interest your student.</p> <p>Join the Parent-Teacher Organization (PTO/PTA), the Special Education Parent Advisory Committee (SEAC), or the School Improvement Team. Share ideas with other parents about creating and getting access to inclusive programs and activities.</p>
Start Planning	<p>Start Planning Now for Adult Services and Supports</p> <p>Learn about the different programs and services that are available for your student now and when he or she gets older. Which will help him or her be independent and be part of the community?</p> <p>Figure out what supports your student now gets that will need to be continued in the future. Find out what agencies can provide these supports.</p>

Invite any agencies who might offer transition or adult services to your student to the IEP/transition planning meeting.

Begin financial planning for your child's adult life. At age 17, look into applying for SSI (Supplemental Security Income). Find out about PASS (Plan for Achieving Self-Support) plans and other Social Security programs. Find out about how adult services will be paid for. Think about estate planning and guardianship issues.

Keep Records

Keep Good Records

Before your child leaves school, get copies of all high school transcripts, evaluations, tests, and reports.

Write down notes on each meeting and phone conversation, with the name of the agency, contact person and date. Keep a copy of all letters between you and agencies. Keep everything in file folders or three-ring notebooks.

Keep records of any on-the-job training reports or other work experiences the student has had. Get letters of recommendation from the employers, teachers, or job coaches.

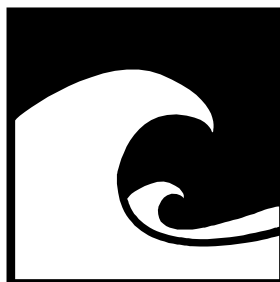
Be an Advocate

Become an Advocate

Get to know the laws covering education and disability issues (ADA, IDEA, Rehabilitation Act). Also get to know your decision-makers and lawmakers.

Join an advocacy group or support group.

(Here's To Your Student's Future! A Parent's Guide to Transition Planning)



RESOURCES



Your Transition IEP Checklist

Use this checklist to see whether or not your student's IEP meets the requirements of IDEA (the federal law covering education for students with disabilities) and RI Special Education Regulations:

- ☐ Did the student take part in developing the Transition Plan and IEP? If not, did the team take other steps to make sure the student's interests and needs were considered in the plan?
- ☐ Are the annual goals and objectives in the IEP based on the student's needs?
- ☐ Were staff members of agencies which might be providing or paying for transition services invited to the IEP/ transition meeting? If the invited agencies did not send any staff members, did the team take other steps to make sure these agencies took part?
- ☐ Does the Transition/IEP include the student's long range goals in:
 - employment
 - independent living
 - post secondary education and training
 - community participation
- ☐ Is the course of study in the IEP what the student needs to reach the long-range goals?
- ☐ Are the annual goals and objectives designed to help the student reach the long-range goals?
- ☐ If there are no annual goals and objectives related to the long-range goals this year, is the reason written in the IEP?
- ☐ Did the team include in the IEP:
 - instruction
 - related services
 - community experiences
 - the creation of employment and other post-school, adult living objectives and, when appropriate:
 - acquiring daily living skills
 - functional vocational evaluation

- ☐ Was a vocational (career-related) assessment begun at age 14? Is it reviewed once a year and does it provide information to the team for planning transition goals?
- ☐ Was the need for assistive technology in transition considered?
- ☐ Did the IEP team meet again if the responsibilities of other agencies identified in the IEP were not met?
- ☐ For students turning 17, did the team talk about the transfer of rights to the student?
- ☐ Did the school arrange for an interpreter if you do not speak English?

Did your IEP pass???

A Transition Plan Timeline

Transition Checklist

The following is a checklist of transition activities that you and your son or daughter may wish to consider when preparing transition plans with the IEP team. Your student's skills and interests will determine which items on the checklist are relevant. Use this checklist to ask yourself whether or not these transition issues should be addressed at IEP transition meetings. The checklist can also help identify who should be part of the IEP.

4 to 5 Years Before Leaving School

Your son or daughter might take these steps:

Community Living

- ☐ Think about where and how you would like to live, and supports you would need to do this.
- ☐ Begin learning skills you'll need for independent living.
- ☐ Look into assistive technology that can make it easier to have a job and be part of your community.
- ☐ Become more involved in your community and make new friends.
- ☐ Look into and learn to use public transportation (like buses).
- ☐ Look into driver's education when the time is right for you.
- ☐ Think about skills you'll need for taking care of your money (budgeting, savings, checking account).
- ☐ Get an identification card and learn when and how to give out personal information.
- ☐ Learn and practice personal health care.

School and Work

- ☐ Know how you learn best and what accommodations you need to do well in school and at work.
- ☐ Explore your job and career interests and skills. Complete interest and career inventories, and think about other schooling or training you would need.
- ☐ Look into college or continuing education schools or programs, and their admission requirements.
- ☐ Start financial planning (financial aid for college or continuing education).
- ☐ Save samples of your best school work and achievements.
- ☐ Explore chances to volunteer in the community.
- ☐ Take part in informational interviews or job shadowing experiences.

Being Your Own Advocate

- ☐ Learn to make clear to others your interests, wishes, and needs.
- ☐ Be able to explain your abilities and disabilities and any accommodations you might need.
- ☐ Learn and practice how to make informed decisions.

(Here's To Your Student Future! A Parent's Guide to Transition Planning)



Two to Three Years Before Leaving School
Your son or daughter might take these steps:

Community Living

- ☐ Learn about community supports offered by community and state agencies.
- ☐ Invite adult service providers, friends, and others to the IEP/Transition meeting.
- ☐ Learn independent living skills, such as budgeting, shopping, cooking, and housekeeping.
- ☐ Figure out what personal assistant services you need, and how to manage these services.
- ☐ Choose health care providers and learn about sexuality and family planning.
- ☐ Visit a variety of adult support agencies. Ask questions about services they could provide or could create to meet your needs.

School and Work

- ☐ Match career interests and skills with vocational (job-related) courses and work experiences in the community.
- ☐ Seek summer employment (intern in your career interest area).
- ☐ Begin a resume and make changes to it as needed.
- ☐ Learn more about colleges and other adult education schools and programs, and the support services they offer. Make plans for accommodations to take college entrance exams and complete applications.
- ☐ Take part in job shadowing experiences that are offered.
- ☐ Apply to ORS (Office of Rehabilitation Services) to see if you are eligible for services from them.

Supports

- ☐ Figure out your need for income support and health care support like SSI (Supplemental Security Income), Independent Living Services and Medicaid.
- ☐ Work with your parents on setting up trusts, if needed.
- ☐ Practice how to communicate best with others at work, at school, with friends, and in the community.
- ☐ Make plans to be sure you will still have assistive technology you need after you leave high school.

Being Your Own Advocate

- ☐ Look into the legal status about decision-making before becoming a legal adult.
- ☐ Learn about the laws that affect the rights of people with disabilities (Americans with Disabilities Act (ADA), Rehabilitation Act, etc.).

One Year Before Leaving School

Community Living

- ☐ Make detailed plans for living on your own if that's your goal. Keep practicing your independent living skills.
- ☐ Learn to take care of your health care needs (make appointments, fill and take prescriptions, etc.).
- ☐ Make a list of people and agencies that can help you if problems come up.

Supports

- ☐ Make sure you have in place any income and health care support programs you might need (SSI, Independent Living Services, Medicaid).
- ☐ Build detailed plans of supports you will need with adult service agencies.
- ☐ Begin transitioning into your new adult service plan.

School and Work

- ☐ Choose the college or adult education school or program you plan to go to and make plans with the school for accommodations.
- ☐ Choose and get a job, along with any supports needed.
- ☐ Learn to be on time for work, appointments, and social activities.
- ☐ Make plans for how you will get to school, work, etc. (bus, car, friends).
- ☐ Get copies of transcripts and other important records from your school before you graduate.
- ☐ Write your resume and get letters of recommendation from teachers before you graduate.
- ☐ Be sure the high school completes any evaluations needed by adult service providers or colleges, and that they make these records available.

Being Your Own Advocate

- ☐ Work on communication skills and self-advocacy skills (standing up for and speaking up for yourself).
- ☐ Become involved with advocacy and support groups.

(Here's To Your Student's Future! A Parent's Guide to Transition Planning)



HOW TO PARTICIPATE IN THE IEP PLANNING PROCESS

1. Ask questions when things aren't clear.
2. Be sure the goals that you and your child want are stated.
3. Describe your child in the home and social settings. (Be sure to emphasize your child's strengths)
4. Mention medical problems and any medication your child takes.
5. Take the time to explain any special equipment your child uses.
6. Speak up when you disagree.
7. Understand how your child will be involved in the general education curriculum.
8. Know who is responsible for each goal and how each goal is related to the curriculum.
9. Know what related services your child may need.
10. Know when special education and related services will begin and end.
11. Ask how and when your child's objectives will be evaluated.
12. If you would like, invite someone to attend the meeting with you, and tell the school personnel who you will be bringing.
13. Listen with an open mind.
14. Talk clearly and with confidence.
15. Maintain eye contact with those in attendance.
16. Use positive communication skills.
17. If necessary, repeat what you are asking for as often as needed.
18. Sign the IEP when you are satisfied.
19. Know the state special education rules and the federal law.

REMEMBER YOU ARE THE EXPERT WHERE YOUR CHILD IS CONCERNED!

THE ROLES OF FAMILIES IN TRANSITION PLANNING

1. Work with legal and financial experts to initiate future financial and residential planning by:
 - applying for the student's Social Security card
 - assisting with an application for SSI
 - developing a “will”
 - determining guardianship
 - applying for a driver's license, as appropriate.
2. Inform other families about transition options, and provide peer support to other parents.
3. Promote self-reliance and independence at home.
4. Encourage and facilitate social activities with peers.
5. Help student set goals; discuss appropriate options.
6. Teach and assist in teaching daily living skills (banking, cooking, cleaning, etc.).
7. Encourage the student to work at a community or neighborhood job.
8. Promote good money management, budgeting, saving by the student.
9. Explore and promote community resources with son/daughter.
10. Reinforce work-related behaviors at home (grooming, etiquette, following directions, completing tasks assigned, etc.).
11. Provide informal career awareness experiences (discuss various jobs with in the community).
12. Provide information about the student's life skills, interests and aptitudes.
13. Help the student develop decision-making and communications skills.
14. Provide opportunities for participation in sports, daily exercise, hobbies, etc.
15. Assist the student to develop self-advocacy and self-management skills.
16. Reinforce positive community citizenship and work values.
17. Support positive self-esteem.



QUESTIONS YOU MIGHT ASK...

Questions for Secondary School Personnel:

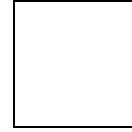
- What are the career and vocational objectives on my child's Individualized Education Program (IEP)?
- Will my child participate in job training, if appropriate?
- On what social skills does the IEP Team think my child needs to work?
- I would like my child included in more vocational classes. What classes do you suggest?
- What types of vocational assessments are administered to determine my child's area of interests and strengths?
- Will my child be taught functional math and reading?
- What will my child's IEP Transition Plan include?
- Is there an objective on recreation activities and how does it tie into my child's Transition Plan?
- What functional activities contribute to independence?

Questions for Post-Secondary/Vocational Training or Education Programs:

- What training programs are offered?
- What is the length and cost of the programs?
- What are the entry requirements for this program?
- If my child signs up today, how long will it be before he/she can start the program?
- What support services are available for him/her?
- How and where can financial assistance be obtained?
- What is the name of the contact person for each program? What is the application procedure?
- What kind of specific vocational training is the school going to pay for?
- Do you provide assistance in locating a job when my child finishes your program?

Questions for Adult Service Agencies:

- What programs and services are offered by your agency?
- What types of disabilities do you serve?
- How do you determine eligibility?
- What services would you provide my child? What is the cost? Can financial assistance be obtained and, if so, whom do I contact?
- For what vocational program is my child qualified?
- Is there a waiting list for your programs? If so, how long?
- Who is the contact person?
- How old does my child have to be to receive your services?
- What is the duration of the services?
- What is my role and level of involvement?
- Do you offer individual and family counseling?



Questions and Answers

Definition of Transition Services

1. Must the IEP identify a desired post-school outcome and, if so, how should it be expressed?

Yes. A statement of needed transition services must be designed with an outcome-oriented process, and therefore desired post-school outcome(s) must be identified on the IEP. It may be expressed as a long-range desired post-school outcome or summarized as part of the information that documents the student's interests and preferences.

2. What are examples of post-school activities?

Post-school activities describe what the student wants to do after high school: where the student wants to live, work, recreate, continue to learn, and participate in his or her own community. These include post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

3. What are the requirements regarding consideration of the student's "preferences and interests" when developing the transition services for the IEP? How are the student's preferences and interests determined?

The student must have the opportunity to indicate his or her preferences and interests during the IEP meeting when transition services are being considered. If the student does not attend the IEP meeting when transition services are discussed, the district must ensure that the student's interests and preferences are considered during the development of the statement of needed transition services. To accomplish this, the school district may use checklists and other relevant self-assessments including personal interviews and situational assessments. Family members and peers could also provide information to assist in determining a student's preferences and interests.

4. Must each activity area be addressed at each annual review?

Yes. Instruction, related services, community experiences, development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation must be addressed at each annual review.

Participants in Meetings

1. Who must be included on the IEP team when transition services are to be included in the IEP?

As is true for all IEP meetings, participants must include the parents, at least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment), district representative, at least one special educator, and when appropriate, other teachers or individuals. In addition, regulations require that when an IEP meeting includes the consideration of transition services for a student the school district shall invite: (1) the student; and (2) a representative of any other agency that is likely to provide or pay for transition services.

2. What are the school district's responsibilities for inviting students to IEP meetings that address transition services?

School districts are responsible for inviting students to their own IEP meetings. The invitation may be included in the parents' notification of the IEP meeting or it may be separate. Documentation of the student's invitation should be maintained in the student's record.

3. Are there any circumstances under which a student would not be invited?

No. The regulations clearly state that if a purpose of the meeting is to consider transition services for a student, the school district shall invite the student to the IEP meeting.

4. What should the invitation look like for the students, and how does it compare to the requirements for parental notice (ex., in writing, provided 10 days in advance, etc.)?

There is no prescribed form for the student invitation; however, school districts must be able to demonstrate that a student was invited to attend the meeting. The invitation may be oral or written. Be sure to keep a copy of the letter or teacher notes indicating a verbal invitation. Written correspondence should be in a language the student and family can understand.

5. If a student does not attend the IEP meeting, what steps should the district take to ensure that the student's preferences and interests are considered?

Neither P.L. 105-17 nor P.L. 101-476 Regulations prescribe the steps required. However, the best practice suggests that if a student does not plan to attend the meeting, the school district may consider the other methods for obtaining student input prior to the meeting such as: student conferences and inventories, family conferences and inventories, career exploration activities, vocational interest and aptitude inventories, situational assessments, and input from peers and other persons who know the student. It is required that the

student's interests and preferences are considered during development of the statement of needed transition services.

6. Which agencies should be invited to send representatives to IEP meetings that will address transition services, and how should invitation be documented?

In addition to student and parent identification of specific representatives, school district personnel will have to rely on their best professional judgment and knowledge of the students potential needs and the local adult agencies to determine which agencies to invite to the first meeting in which transition services are addressed. Copies of correspondence with invited agencies should be included in the student's records to document the invitation.

7. What are participating agencies?

Statute and regulations do not prescribe the agencies. Relevant agencies could include vocational and training programs, Vocational Rehabilitation centers, Developmental Disabilities and Regional Providers, Job Training and Partnership Act providers, community colleges, colleges and universities, recreational services, independent living centers or services, and any other agency determined appropriate to provide transition services for a student with a disability.

8. May services of another agency be specified on an IEP when that agency's representative is not present at the IEP meeting?

Yes. But steps must be taken to obtain their participation in the planning of transition services prior to the IEP meeting if a representative is not expected to attend. School districts may involve agencies through direct participation or other methods such as conference, telephone contact, or correspondence. If there is no commitment and the agency is unable to provide the service, the school district must reconvene the IEP team to consider alternative strategies.

9. What is the district's responsibility if the parents do not want the student invited to the IEP meeting?

IDEA requires that the school district invite the student to participate in the IEP meeting if it will be addressing transition services for the student. If the student is 14 or older, transition services will always be considered. Further if the student does not attend (for whatever reason), the public agency shall take steps to ensure that the student's preferences and interests are considered in the planning of any transition services.

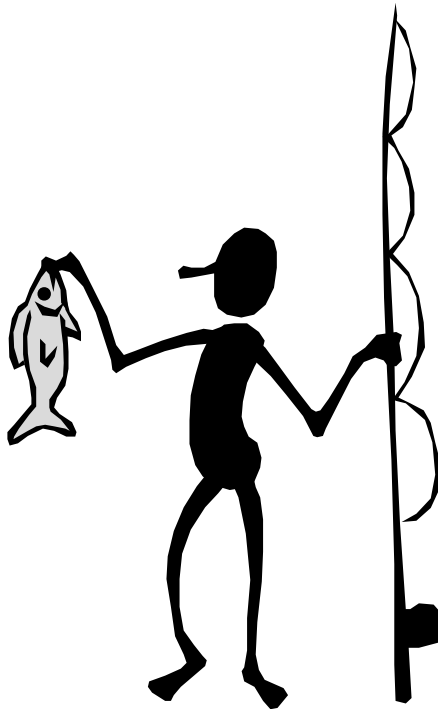
Parent Participation

1. May IEP meetings that address transition services be conducted if parents are not in attendance?

Yes. The IEP meeting may be conducted without the parent(s) in attendance if the school district is unable to obtain the attendance of the parents. The school district must have a record of its attempts to arrange a mutually agreed upon time and place. If the parents cannot attend, steps shall be taken to ensure parent participation. Parent input on the IEP, including transition services, may be provided through face-to-face or telephone conferences, written correspondence, or other preplanning activities.

2. Must parents be notified that the student and agency representatives are invited to attend the IEP meeting?

Yes. The notice to parents must indicate that a purpose of the meeting is to consider transition services and that the student and representatives from other agencies will be invited.



Questionnaires

And

Assessments





STUDENT / PARENT QUESTIONNAIRE

The following questions will help you (and your parents) think about your preferences and interests as well as services you will need after leaving high school. School staff will use your answers to assist you in planning and locating services that match your future plans. Your parent/guardian can help you answer these questions.

1. Please give your age, grade level and date of graduation:

Age _____ Grade _____ Graduation Date (if known) _____

2. What do you plan to do after you leave school?

3. What are your preferences and interests in moving into the adult world?

4. What do you want for yourself during the next year after leaving school; in 5 years; 10 years?

Employment:

Education:

Living Arrangements:

5. What most concerns you about your future?

6. Are you presently in contact with any agencies that will or may be involved with you after graduation? Do you plan to make or maintain contact?

7. Do you feel you can advocate for yourself when you graduate from high school, or does your parent/guardian or someone else need to advocate for you on your behalf?

8. With whom and where would you like to live?

9. Where would you like to work? What kind of work would you like to do?

10. What recreational/leisure facilities have you used? Which ones would you like to use when you graduate from high school?

11. In what areas do you feel that you will need assistance to plan when you leave school?

- | | |
|--|---|
| <input type="checkbox"/> Vocational | <input type="checkbox"/> Placement |
| <input type="checkbox"/> Work training | <input type="checkbox"/> Financial |
| <input type="checkbox"/> Residential placement | <input type="checkbox"/> Recreation/leisure |
| <input type="checkbox"/> Social relationships | <input type="checkbox"/> Independent living |
| <input type="checkbox"/> Transportation | <input type="checkbox"/> Sexual awareness |

Adopted from Mark Murphy, Santa Clare County, 1992

STUDENT TRANSITION ASSESSMENT

NOTE: This questionnaire may need modification based on the student's ability. This information can also be gathered through parents and family members.

General Questions For Assessment Planning:

1. What are your greatest dreams or goals?
2. What are your greatest fears?
3. How can school/agency resources help you to reach your goals?
4. Is there anything the school/family/agencies are doing for you now that you could/should be doing for yourself?

Educational Questions:

1. Why do you think you're successful in some classes?
2. Why are you experiencing difficulty in other classes?
3. What modifications do you need in your classes to succeed?
4. How do you learn best?
5. What specific skills are you lacking that could be taught to you in school?
6. What further educational training do you wish you could get?
7. How will you pay for further educational training?

Career Questions:

1. What would you like to be doing 2-5-10 years from now?

2. What skills will you need to get the job you want?
3. What kinds of things do you think you're good at? What are you not good at?
4. What kind of vocational training/education would you like to have after high school?
5. What would your ideal job be?
6. What kinds of information/classes/training do you need to have in order to reach your career goals?
7. What hobbies, interests, recreation activities do you have that you could use in a career?
8. What job shadowing or job try-outs would you like to try in order to explore possible careers?
9. What kind of work experience have you had?

Community/Residential Questions:

1. Where do you want to live after you graduate?
2. What kind of transportation will be available to you after graduation?
3. What kind of chores/jobs do you do at home that will help you as an independent adult?
4. What kind of domestic skills do you need help with (cooking, household management, etc.)?
5. If you moved to a new community, how would you locate housing, recreational opportunities, transportation, medical and legal resources, etc. ?

6. How will you manage your money after you graduate?

7. What money/banking skills do you need help with?

Medical/Legal Questions:

1. Do you have a family doctor/dentist?

2. Do you have any medical needs that will require support beyond high school?

3. If you run into a legal problem, how will you handle it? Who will you go to for help?

4. Who would you contact in case of emergency?

5. What would you need to know about first aid if help wasn't readily available?

6. If you don't understand the terms of a contract, who can you go to for help?

7. What kinds of insurance will you need, and how will you pay for it?

Recreation/Leisure Questions:

1. What do you like to do for fun?

2. What are your hobbies and interests?

3. Is there anything you wish you could learn how to do that you don't know now (i.e., bowling, swimming, skiing, knitting, painting, etc.)?

4. Are there any school activities you think you might like to get involved in?

5. What recreation opportunities are offered in your community that might interest you?

6. What recreation resources might you look for if you moved to a new community?

7. Would you rather spend leisure time alone or with others?

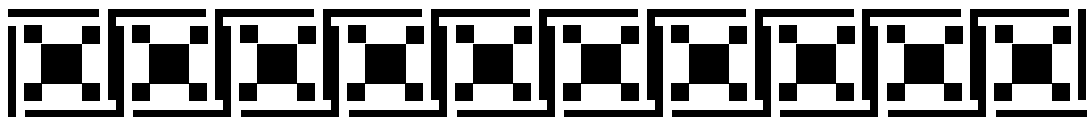
Social/Interpersonal Questions:

1. How do you handle conflicts or solve problems?

2. Who do you/would you/like to go to when you have a problem or need help - at home - at school - in the community?

3. Do you have someone you trust to talk with when things aren't going well?

4. Who do you include in your circle of friends?



ASSESSMENT FOR PARENTS

The following is a Transition Assessment for Parents, a tool for transition at the IEP meeting.

Dear Parent(s):

As your son or daughter moves closer to graduation, it is important to begin to plan for his/her future. At the next meeting we will develop a transition plan. The transition plan will identify future goals for your son/daughter and ways to support him/her in reaching these goals. We would all like to see all our students become productive members of society. Your input and involvement is critical. Please take a few minutes to complete this Transition Assessment. Think of your son/daughter as an adult after graduation and identify your dreams/goals for him/her.

Employment:

I think my son/daughter could work in:

- ☐ Full time regular job (competitive employment)
- ☐ Part time regular job (competitive employment)
- ☐ A job that has support and is supervised, full or part time (supported employment)
- ☐ Military Service
- ☐ Volunteer work
- ☐ Other:

My son's/daughter's strength(s) in this area are:

My son/daughter seems to be interested in working as:

When I think of my son/daughter working, I am afraid that...

To work, my son/daughter needs to develop skills in:

Education:

Future education for my son/daughter will include (check all that apply):

- ☐ College or University
- ☐ Community College
- ☐ Vocational training
- ☐ On-the-job training
- ☐ Personal development classes
- ☐ Other

My son's/daughter's educational strengths are:

To attend post-secondary training my son/daughter will need to develop skills in:

Residential/Living:

After graduation my son or daughter will live:

- ☐ On his/her own in a house or apartment
- ☐ With a roommate
- ☐ In a supervised living situation (group home, supervised apartment)
- ☐ With family
- ☐ Other:

My son's/daughter's strength(s) in this area are:

When I think about where my son/daughter will live, I am afraid that...

To live as independently as possible, my son or daughter needs to develop skills in:

Recreation and Leisure:

When my son/daughter graduates I hope he/she is involved in (check all that apply):

- ☐ Independent recreational activities
- ☐ Activities with friends
- ☐ Organized recreational activities (clubs, team sports)

- ☐ Classes (to develop hobbies, and explore areas of interest)
- ☐ Supported and supervised recreational activities
- ☐ Other:

During free time, my son or daughter enjoys:

My son's/daughter's strength(s) in this area are:

When I think of the free time my son or daughter will have after graduation, I am afraid that:

To be active and enjoy leisure time, my son or daughter needs to develop skills in:

Transportation:

When my son/daughter graduates he/she will (check all that apply):

- ☐ Have a driver's license and car
- ☐ Walk, or ride a bike
- ☐ Use transportation independently (bus, taxi, train)
- ☐ Use supported transportation (family, service groups, car pool, special program)
- ☐ Other:

My son's/daughter's strength(s) in this area are:

When I think of my son/daughter traveling around the community I worry about:

To access transportation my son/daughter needs to develop skills in:

Review items in the following three areas. Please identify 3 to 5 areas only in which your son or daughter needs information/support.

Social/Interpersonal:

- ☐ Making friends
- ☐ Setting goals
- ☐ Family relationship
- ☐ Handling legal responsibilities
- ☐ Handling anger
- ☐ Communicating needs/wants
- ☐ Relationships with the opposite sex
- ☐ Counseling
- ☐ Other:

Personal Management:

- ☐ Hygiene Safety
- ☐ Mobility/transportation
- ☐ Domestic skills
- ☐ Money management/budgeting
- ☐ Time/time management
- ☐ Personal care
- ☐ Other:

Health:

- ☐ Ongoing care for a serious medical condition
- ☐ Sex education
- ☐ AIDS awareness
- ☐ Information on drug/chemical abuse
- ☐ Other:

Community Supports:

- ☐ Cooperative Extension Source
- ☐ Independent Hiring Center
- ☐ College Students
- ☐ DakotaLink (Assistive Technology Systems)
- ☐ Planned Parenthood
- ☐ Neighbors
- ☐ Red Cross Safety Course
- ☐ YWCA
- ☐ Drivers Education
- ☐ Employment Services
- ☐ Child Care

EXERCISE

SELF ASSESSMENT QUESTIONS FOR PARENTS

Before beginning the process with your children, take a minute to think through the following questions concerning your own career satisfaction and aspirations.

1. What are my interests, values, and skills?
2. How do I define success?
3. To what extent does my current situation meet these criteria?
4. When in my career history have I really been satisfied?
What made that so? What made me change that situation?
5. What would I do if my career as I know it were no longer an option? What are my alternatives?
6. Where do I want to be in two, five, or ten years? What do I want to accomplish before I retire?
7. What will I do with myself after I retire?

EXERCISE

INFLUENCES ON YOUR CAREER DECISIONS

1. How did you decide which career to follow?
2. Who or what influenced your decisions?
3. What messages did your parents and other authorities give you about work?
4. What were their expectations of what you would do with your life? Did you make them proud by fulfilling those expectations or disappoint them by following an alternative path?
5. What did your parents do for a living? How satisfied do you think they were with the way they lived their lives? Did you ever talk with them about their career satisfaction or dissatisfaction?
6. What would you have done differently, if you had known then what you know now?

EXERCISE

Think back to your relationship with your parents as you grew up and into adulthood.

**PARENTAL
INFLUENCE**

1. Did you seek their advice or rebel against it?
2. In what ways do your children's reactions to your suggestions remind you of how you reacted to suggestions made by your parents?
3. Were your parents forceful in their opinions and did they expect you to follow their every word, or did they encourage you to form your own position?
4. Did your mother and father have different expectations of you?
5. How did you react to their parenting styles? To what extent does your parenting style mirror or reject the styles of those who parented you?

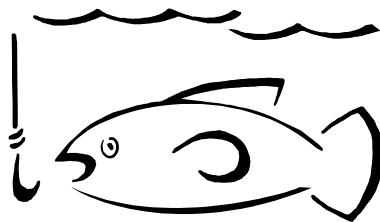
CAREER EXPLORATION



Career Skills Checklist

Grade 9	Grade 10																	
<p>? I have completed a career planning inventory: __/__(mo/yr)</p> <p>? I have had the inventory results interpreted: __/__(mo/yr)</p> <p>? I have researched the following three careers:</p> <table style="width: 100%; border: none;"> <tr> <td style="border-bottom: 1px solid black; width: 50%;"><u>Careers</u></td> <td style="border-bottom: 1px solid black; width: 50%;"><u>Education Requirements</u></td> </tr> <tr> <td style="border-bottom: 1px solid black; height: 20px;"></td> <td style="border-bottom: 1px solid black; height: 20px;"></td> </tr> <tr> <td style="border-bottom: 1px solid black; height: 20px;"></td> <td style="border-bottom: 1px solid black; height: 20px;"></td> </tr> </table> <p>? I know the high school graduation requirements.</p> <p>? I have developed a four-year high school plan.</p>	<u>Careers</u>	<u>Education Requirements</u>					<p>? I have updated my four-year high school plan.</p> <p>I have reviewed the information on my career planning inventory.</p> <p>? I have explored careers by using the following:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">? shadowing</td> <td style="width: 50%;">? internship</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> <tr> <td>? career day</td> <td>? career seminars</td> </tr> <tr> <td>? volunteer activity</td> <td>? work experience</td> </tr> </table> <p>? I have researched two occupations:</p> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <p>I have discussed my post-high school plan with:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">? parents</td> <td style="width: 33%;">? counselor</td> <td style="width: 33%;">? teacher</td> </tr> </table>	? shadowing	? internship			? career day	? career seminars	? volunteer activity	? work experience	? parents	? counselor	? teacher
<u>Careers</u>	<u>Education Requirements</u>																	
? shadowing	? internship																	
? career day	? career seminars																	
? volunteer activity	? work experience																	
? parents	? counselor	? teacher																
Grade 11	Grade 12																	
<p>? I have updated my four-year high school plan.</p> <p>? I have researched the entrance/career requirements for the following: (2-yr & 4-yr schools, military, business)</p> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <p>My post-high school plans include:</p> <p>? post-high school education</p> <p>? employment</p> <p>? military</p>	<p>? I have updated my four-year high school plan.</p> <p>? I have researched the entrance/career requirements for the following: (2-yr & 4-yr schools, military, business)</p> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <p>I have explored careers by using the following:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">? shadowing</td> <td style="width: 50%;">? internship</td> </tr> <tr> <td>? career day</td> <td>? career seminars</td> </tr> <tr> <td>? volunteer activity</td> <td>? work experience</td> </tr> </table>	? shadowing	? internship	? career day	? career seminars	? volunteer activity	? work experience											
? shadowing	? internship																	
? career day	? career seminars																	
? volunteer activity	? work experience																	

Grade 11 cont.	Grade 12 cont.
<p>Other</p> <p>_____</p> <p>These are the careers that best suit me according to what I have learned about myself:</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>I have researched options to finance further education:</p> <p>? Government loan programs/grants/work-study</p> <p>? Scholarships</p> <p>? Military options</p> <p>? Business assistance programs</p>	<p>My post-high school plans include:</p> <p>? post-high school education</p> <p>? employment</p> <p>? military</p> <p>? other</p> <p>_____</p> <p>These are the careers that best suit me according to what I have learned about myself.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p>



Parents' Checklist for School-to-Careers Involvement

Involvement in School-to-Careers activities and career guidance is important to improving student achievement. Continued participation in the development of career awareness from Kindergarten through High School ensures your child's success. The following checklist provides suggestions for home and school:

- ☐ Set aside a few times a week to talk with your child about accomplishments, plans, without distractions like the TV or radio. Include time for discussions of worries, concerns and fears he/she may be experiencing.
- ☐ Make homework a priority. Consider keeping the television off until all homework has been done. Have your child present the night's homework assignments for your review each night.
- ☐ Find out whether your child's school area is safe. Review personal safety rules with your child frequently. Explain to them reasons why drugs are unacceptable and how they bring an element of danger to a school area.
- ☐ Think of activities around the home to do with your children that are related to schoolwork or skills they are learning in school. Use counting and language arts activities when going about chores and errands.
- ☐ Give your child a balanced and nutritious diet.
- ☐ Find out from your district office how your child's school compares academically to others in the area whether it is improving. If not, find out why.

Parents of pre-school age children can also:

- ☐ Make sure your child has received all of the appropriate vaccinations and recent medical care to arrive at school with a healthy mind and body.
- ☐ Read with your child at least once a day.
- ☐ Consider pre-school options in your child's area. Low-cost alternatives are available through Head Start and many local churches, synagogues and civic organizations.

Parents of grade-school children can also:

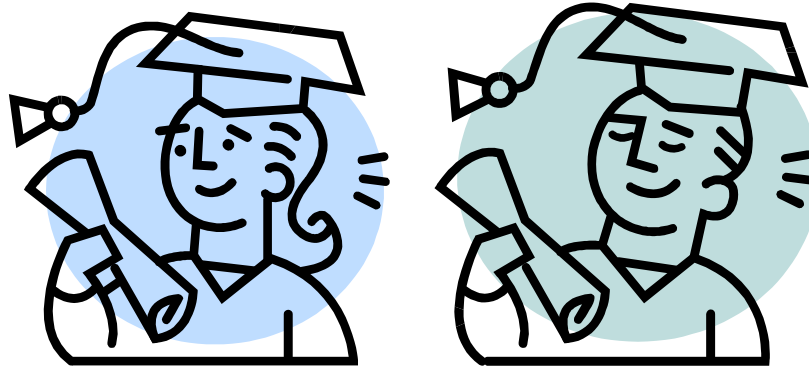
- ☐ Get a library card for your child.
- ☐ Communicate often with your child's teachers to monitor progress and get ideas for how you can support your child's work.

Parents of high school students can also:

- ☐ Encourage your child to take challenging classes.
- ☐ Encourage your child to sign up for extracurricular programs and classes or meaningful after-school jobs.

1996 National TeleLearning Network, Inc.
Ready for Work-Resources

Ready for School-



20 Tips for Parents of Elementary School Students

Here are 20 ways in which parents and families of elementary children can get involved in the development of career awareness:

1. Take your children to work with you for a day and show them how you do your job. Give them activities to do that illustrate your responsibilities on the job. If you use tools or materials in your occupation, either demonstrate them for your child or allow your child to use them. Allow your child to produce something that he or she can take home as a remembrance of the day at work. Allow your child to wear a uniform if you wear one to work. Encourage your employer to host a "Take Your Child to Work Day."
2. Assist your child in understanding the relationship between school and career. Teach your child that his or her performance in school is connected to success in a chosen career.
3. Organize or become involved with an existing Career Day at your child's school. Bring in tools, materials, uniforms or pictures, that represent your work and allow the children to handle the items and ask questions.
4. Have your employer sponsor learning activities at your child's school. For instance, if your employer is a bank and you are a bank teller, provide assistance to the students and teachers by helping them establish a school bank. Prior to starting the bank at the school, arrange a tour of the worksite.
5. Help organize field trips for your child's class related to the world of work.
6. Participate in parent involvement activities at your child's school, particularly those related to School-to-Careers.
7. Have your child use his or her leisure time to volunteer for a charity or community organization. This will enable your child to better the community and to develop interpersonal and organizational skills.
8. Help your child in developing basic competencies - following directions, speaking, reading, writing, and basic math. Help your child cultivate these skills through homework, housework, and other activities that reinforce these basic skills.
9. Be aware of stereotyping your daughter or son into prescribed gender roles. Diversify household tasks by assigning responsibilities based on ability rather than gender. Make yourself and your child aware of existing gender biases.

Teach your child how to recognize and handle gender discrimination. Have consistencies in parenting for both females and males. Treat your child as a special and unique individual.

10. Allow your child to make many of his or her own decisions. Have your child practice making decisions by following this formula for decision making:
 - 1) Identify the problem;
 - 2) Gather relevant data;
 - 3) Evaluate the data;
 - 4) Identify alternate courses of action;
 - 5) Determine and choose the best course of action; and
 - 6) Evaluate the action taken
11. Teach your child the value of money by giving control over a set amount of money, perhaps a weekly allowance. Allow children to make purchases in your presence with a preset limit on spending.
12. Make your child aware of the connection between education and careers. Talk about how you apply your own education to your work and develop games utilizing current subjects taught in school. For instance, if your child is learning fractions, have your child demonstrate what he or she has learned by slicing a pizza or pie at dinner.
13. Help your child develop a strong awareness of self. Encourage your child to talk about his or her feelings in terms of goals, values, wishes, interests, likes and dislikes and strengths. You may want to help your child start a scrapbook or journal.
14. Encourage friends, relatives and acquaintances to talk to your child. Arouse your child's curiosity about their life and work roles.
15. Encourage your child to use your local library as a resource on careers and information gathering.
16. Spend time telling stories about your career, discussing the highs and lows and obstacles and challenges you may have faced.
17. Have your child take classes outside the traditional education system like community sponsored recreational programs, YMCA, scouting organizations, etc. Encourage them to select classes based on their interests. Have the child document experiences in the portfolio.
18. Keep a portfolio on your child. Encourage your child to assist you in choosing the contents. What kinds of things will you consider keeping? The portfolio should contain this information: demographic data, personal statistics, activity,

school data, interest inventory results and aptitudes, schoolwork samples, photos, special accomplishments, etc. Allow your child to take over maintaining the portfolio when ready and able.

19. Make an occupational family tree indicating the careers in your family.
20. Talk about how talents, interest and hobbies can turn into careers. Discuss your own hobbies and encourage your child to develop his or her own hobbies.

1996 National TeleLearning Network, Inc.

Ready for School-Ready for Work-Resources

When students see
the connetions
between learning
and working they
achieve more!

20 Tips **for Parents of Middle and High School Students**

Here are 20 ways in which parents and families of middle and high school students can get involved in the development of career awareness:

1. Encourage your child to use the local library as a resource on careers and information gathering. Invite your child to help you to conduct research if you are undergoing a job search yourself.
2. Have your employer sponsor learning activities at your child's school. For instance, if your employer is a bank and you are a bank teller, provide assistance to the students and teachers by helping them establish a school bank. Prior to starting the bank at the school, arrange a tour of your worksite.
3. Help organize field trips for your child's class related to the world of work.
4. Participate in parent involvement activities at your child's school, particularly those related to School-to-Careers.
5. Have your child volunteer for a charity or community organization. This will empower your child to better the community and develop interpersonal and organizational skills.
6. Make your child aware of the connection between education and careers. Talk about how you apply your own education to your work and develop games connecting school subjects to work tasks.
7. Encourage your child to find summer and seasonal employment. Evaluate the job application and give feedback on communication skills if an interview is involved.
8. Seek information from professional associations on career opportunities.
9. Urge schools, employers and businesses in your community to encourage and reward academic achievement.
10. Make presentations or speeches at your child's school during a Career Day or School-to-Careers meeting.

11. Allow your child or other students to shadow you for a day at your workplace. (Shadowing is when a student attends work with an adult for a day to learn more about a career in which he/she is interested.)
12. During vacations, work with your child to explore the occupations and careers which are abundant in your community. Review newspapers and attend business and community meetings.
13. Read the newspaper together: What are the headlines? What are the jobs that come to mind? Examine the business sections: What companies are growing? Increasing their workforce? Developing new products? Exploring new territory? Which of these is interesting to your child? Why or why not? What school subjects do the articles bring to mind? Is it a favorite subject for your child? Review job advertisements. Discuss qualifications and their relation to academics.
14. Have your child take an interest inventory. What does it tell your child about him/herself? What does it tell you about your child?
15. Keep a portfolio on your child. Encourage your child to assist you in choosing the contents. What kinds of things will you consider keeping? The portfolio should contain this information: demographic data, personal statistics, activity, school data, interest inventory results and aptitudes, schoolwork samples, photos, special accomplishments, etc. Allow your child to take over maintaining the portfolio when ready and able.
16. Involve and encourage friends, relatives and acquaintances to talk to your child about skills and values they use in the workplace.
17. Plan leisure time activities that explore interests, abilities and skills.
18. Review these classifications of skills and have your child determine where his or her skills fit: doer, thinker, creator, helper, organizer, persuader. Give definitions of each. What are others? Discuss and list the career possibilities under each category.
19. Create a budget for your child for today. Help him or her determine the salary expected in the chosen field. Look at the things your child dreams of owning - car, home, boat, etc. Take your child to a local employment agency to determine if there are any available jobs in the field of interest. Determine if the salary meets the expectations of your child. Ask your child what skills and education he or she would need to be qualified for the job. If qualified for the job, ask your child how he or she would handle competing with several other people for the same job even though they possess the same level of education, experience and skill.

20. Discuss with your child the changing nature of the job market and the nature of work. Discuss the shift in downsizing and rise in temporary workers as compared to the past.

21. Discuss how you deal with these pressures - lack of benefits, shift to service employment, shrinking salaries. Discuss the new opportunities in international employment.

1996 National TeleLearning Network, Inc.

Ready for School-Ready for Work-Resources

When students see
the connections
between learning
and working they
achieve more!



Activity

Self Assessment for Parents

◆ Things We Do Well....

◆ Ways To Improve....

◆ Our Plan....

INVESTIGATING CAREERS



Activity Sheet 1: Student Self Inventory

Directions: Complete the following by writing a brief description of yourself.

1. My characteristics as a career person:

My talents _____

My skills _____

My aptitudes _____

2. My personal values: _____

3. My goals for a personal life: _____

4. My goals for a career: _____

INVESTIGATING CAREERS



Activity Sheet 2: Student Self Inventory

Directions: As you research a specific career, answer these questions:

**Job
Title** _____

1. What specific duties does this job have?

2. What kind of skills are necessary to fulfill these duties?

3. What physical requirements does this job have?

4. What aptitudes, strengths, and talents are required?

5. What is the work environment?

6. What are the responsibilities?

7. What are the compensations?

HELP YOUR HIGH SCHOOL TEEN ACQUIRE SKILLS

Thirty years ago, a college degree was a sure thing - a guaranteed ticket to success. But in today's job market, young people need skills. Teens who have mastered the basic skills are able to learn anything. And in the 21st century, the best-paid workers will be those who are capable of ongoing, lifelong learning. To ensure that teens will be lifelong learners, they must master key skills during high school. How? Through hard work and discipline and with your ongoing encouragement and support.

Sound overwhelming? Let these simple "Do and "Don't" suggestions be your guide:

DO

1. Express high obtainable expectations.
2. Make sure your teen attends school regularly.
3. Encourage your teen to take challenging courses.
4. Make sure your teen completes all homework assignments before pursuing other activities.
5. Help your teen with class scheduling.
6. Encourage a well-rounded education, including academic and professional/technical courses.
7. Monitor out-of-school activities, especially teen jobs.
8. Encourage volunteerism, job-shadowing and relevant internships during high school.
9. Obtain an accurate evaluation of your teen's skills through an ASSET test given at your local community college or technical college.

DON'T

1. Don't underestimate your teen. Don't let your teen do sloppy or incomplete work, either at home or at school.
2. Don't let your teen skip school or duck any other obligations.
3. Don't think that grades are more important than skills.
4. Don't let anything come before your teen's education.
5. Don't let your teen plan his or her class schedule at the last minute.
6. Don't let your teen's education be lopsided. Balance is key.
7. Don't let your teen work more than 15-20 hours per week in a paid job.
8. Don't let your teen be isolated from the community.
9. Don't assume that A or B grades prove your teen has mastered skills.

ADVOCACY



ENCOURAGING AND DISCOURAGING SELF-ADVOCACY

Students are encouraged to advocate for themselves when we:

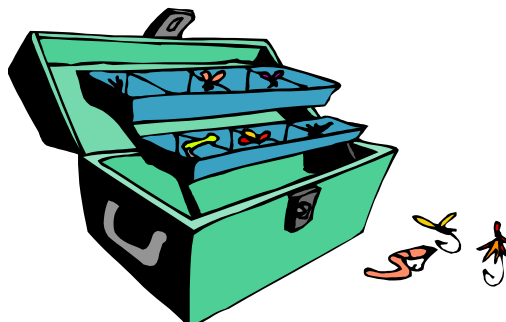
- ❖ Involve them and their families in the design and implementation of their transition-focused IEP early in their education.
- ❖ Teach them how to actually plan, participate in, and run their transition-focused IEP meetings.
- ❖ Encourage them to write their transition-focused IEP goals in the first person (I will...)
- ❖ Listen without judgment and ask, "What happened" in non-confrontational tones.
- ❖ Encourage them to self evaluate.
- ❖ Allow them to make mistakes when appropriate.
- ❖ Teach them about the five transition areas and help them determine current skills, decide on future goals and design place to attain those goals.
- ❖ Help them increase self-knowledge and understanding about their specific disability.
- ❖ Help them identify what is interfering with their performance in academic learning and employment.
- ❖ Help them develop compensations, accommodations and assistive technology that will enable them to succeed.
- ❖ Help them learn how to transfer this knowledge effectively when speaking up on their own behalf.
- ❖ Allow them to practice ways to express preferences, suggest alternatives, negotiate, ask for accommodations, and solve problems.
- ❖ Prepare them for adult life by teaching them skills that can be used in work, living, and leisure activities outside of school.
- ❖ Cite their accomplishments and complement their strengths.
- ❖ Encourage family members to allow students to practice making choices and to follow through on decisions.
- ❖ Provide mentors and role models.
- ❖ Have them participate in retreats and workshops.
- ❖ Encourage them to take risks.

Students are discouraged from advocating for themselves when we:

- ❖ Do it for them.
- ❖ Tell them "no excuses."
- ❖ Have lower expectations of them.
- ❖ Write self-advocacy goals on their transition-focused IEP without providing opportunities to teach self-advocacy skills.
- ❖ Enable limiting or inappropriate behaviors.

- ❖ Don't model self-advocacy.
- ❖ Provide them several opportunities for success.
- ❖ Write their transition-focused IEP without them.
- ❖ Don't allow them to sometimes fail.
- ❖ Respond negatively.
- ❖ Emphasize rules and regulations and discourage options and choices (encourage conformity).
- ❖ Make decisions for them.
- ❖ Lack sensitivity.
- ❖ Lock them into a grading system that discourages them from trying.
- ❖ Shame, embarrass, place them under suspicion, overprotect, patronize, invalidate, and humiliate them.
- ❖ Discourage them with comments like
 - "If you'd just try harder."
 - "There is someone worse off than you."
 - "That would be unfair."
 - "You need to concentrate more."
 - "You will have to do this someday on you own."
 - "Everybody has problems learning."

Winnelle Carpenter



Fast Facts!!!

Transition Planning: What – Why – How

Planning – Start Early

Growing up is not easy! It is even more complicated for young adults with disabilities. Far too many students with disabilities leave school lacking the academic, technical, and social skills necessary to find and/or maintain employment, and often the jobs they do find are low paying and offer no health benefits. As students prepare to move from school to community living and employment, good program planning can help them become independent, productive adults. Identifying the challenges students will face as adults, and preparing and assisting them to meet those demands successfully requires careful transition planning beginning at the earliest age possible.

Why Start Early?

It is important to begin the transition planning process early to allow time for planning and accessing the support services needed in the future. Both Congress and the U.S. Department of Education recognized that early transition planning is important because:

- ❑ Transition from special education services and its entitlements is complicated.
- ❑ For students with severe disabilities and complex needs it will take time to put post-school services and supports in place.
- ❑ Some students will likely be using the services of many agencies and time will be needed to figure out who can do what and who will pay for what.

Early and long-range planning are critical in order for the student to receive many post-school programs or services whether they include support services in college or residential services from an adult provider. Students and families are often faced with much paperwork to meet eligibility requirements and some adult services have long waiting lists.

Early, thoughtful planning will help ensure that the student will receive needed services in a timely manner when he or she exits the school system.

Definition

Transition Services are defined in the Individuals with Disabilities Education Act (IDEA) section 300.18 as a coordinated set of activities for a student, designed within an outcome-oriented process, that promote movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities must be based on individual student's needs taking into account the student's preferences and interests and shall include:

- ❑ instruction;
- ❑ community experiences;
- ❑ the development of employment and other post-school adult living objectives;
- ❑ when appropriate, acquisition of daily living skills;
- ❑ when appropriate, a functional vocational evaluation.

Services should be based on current assessments of the student's academic, vocational, and daily living skills. The student's native language (if other than English) and cultural background

must be considered in evaluations and planning. Transition services should emphasize skills needed to live and work in an integrated community setting.

What Should the Transition Plan Include?

The transition plan provides the framework for identifying, planning, and carrying out activities that will help the student make a successful transition to adult life. It includes the long-range post-school outcomes identified by the student, a statement of a projected course of study (at age 14), and specific transition services that the student will need (at age 16), including agency services with plans for:

- ☐ What agencies will be involved;
- ☐ What services each agency will provide; and
- ☐ How all of the services will be coordinated.

How Do You Plan?

Transition planning involves a team of people drawn from different parts of the student's school and community life. The specific needs of the student for post-secondary services should determine who is invited to the IEP transition planning meeting. It is important that students be linked to various adult agencies and organizations, such as mental health agencies, vocational rehabilitation, community colleges, housing, and employment and training agencies. If representatives from the agencies do not attend the meeting, the school is required to "take other steps to obtain participation" in planning the student's transition services, such as separate meetings, phone calls or written correspondence. Transition goals cannot be achieved in one year. Transition planning, services, and activities should be approached as a multi-year process. Young adults themselves, along with their parents, play an important role in the transition process. While involving the student in his/her own transition planning is required by law, perhaps the most important reason for student involvement is to facilitate the development of his/her self determination skills. These are essential for the student to develop the ability to manage his or her own life.

The Transition Concept

The concept of transition is simple and generally has three major components:

- 1) Coach every student, along with his or her family, to think about goals after high school and to develop a long-range plan that will get there.
- 2) Design high school experiences to ensure that the student gains the skills needed to reach his or her desired post-school goals.
- 3) Identify and link students and families to any needed post-school services, supports or programs before the student exits the school system.

To begin with, examine the family's values as well as the young adult's interests, skills, and desires for the future. Encourage the student to talk about their preferences for the future. These preferences should guide the transition planning process while involving students in planning activities that help him/her become a good decision maker and develop self-advocacy skills. Transition services can and should be delivered through curricular and extracurricular activities in many settings -- in academic and vocational classrooms, at home, and throughout the community -- to practice and reinforce newly acquired skills. The more young adults with disabilities have opportunities to practice their skills in real-life situations, the more comfortable and natural they will feel in those settings.

Beginning at 14

IDEA contains detailed requirements for planning the education of individual students including a statement of what must be included in the IEP. Students 14 and over must be invited to attend the IEP meeting. The invitation should be documented. If the student does not attend, the district or BOCES must document how the student's interests and preferences were considered.

“(b)(1) For each student with disabilities beginning at age 14 (or younger, if determined appropriate by the IEP team), and updated annually, a “statement of the transition service needs” of the student under the applicable components of the IEP that focuses on the student’s courses of study (such as participation in advance-placement courses or a vocational education program); ...”

The focus of the IEP should be framed to identify the projected course of study related to the student's post-school outcomes. Consider core courses required for graduation or acceptance into a post-secondary program, any courses and experiences that are modified or specially designed for this student and elective courses. The concept is to think about, plan for and ensure that all courses and educational experiences offered to the student will help them achieve their desired post-school goals or outcomes. Basically, the plan becomes a road map for this student. In the student's IEP, this requirement can be met in several ways. For example;

- ☐ List the anticipated courses and experiences that the student will have by grade level or year.
- ☐ Include a narrative statement that outlines the steps the student should take to reach the identified post school outcome.
- ☐ Attach a four-year plan that has been developed for the student as part of a general education, school-to-career, planning process.

To Illustrate the Transition Planning Process

Consider the educational planning generally engaged in with college freshman. Typically, each freshman meets with an adviser to develop a four-year educational plan. This plan is an attempt to help the student select required core courses and those needed for completing a major. If college students did not develop a long-range educational plan early, or if they simply plan courses they will take on a yearly basis, they may never complete a program of study, never graduate, or at best, graduate on an extended five or six-year plan. The same need for long-range educational planning exists for all students with disabilities, beginning at 14 years of age. If a long-range educational plan is not developed early, the student could end up not graduating or graduating without the courses and experiences needed for independent living, further training or employment. Actively involving students in the planning process could motivate them to remain at school. Involving students in the discussion and decision-making may help students understand that the courses they are taking in school have a direct relationship to achieving what they want to do beyond school.

Beginning at 16

When the student reaches age 16, (or earlier if appropriate), planning begins to focus on specific transition services, including interagency linkages.

“(b)(2) for each student beginning at age 16 (or younger, if determined appropriate by the IEP team), a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed linkages...”

Identify and describe the specific transition services, including related services, required in each domain area to move the student toward his/her identified post-school outcome. Indicate services provided through general education such as school-to-career activities, applied academics, and adult living objectives that fulfill the student's transition needs. Specify services from other agencies and referrals made, as appropriate to the student's needs.

When appropriate and feasible, a representative from another agency may participate in the school district's planning meeting. A primary role of the agency representative is that of consultation and technical assistance to the schools in planning for the transition of students with disabilities from school to post-school activities. Agency service plans should be developed before the student leaves high school and coordinated with the student's IEP. Sometimes, services and resources can be shared between agencies.

What To Do

Include the student in all planning meetings!

There are several key components to ensure successful transition. First and foremost, include the student in all planning meetings! Engage the student and parents in thinking about the student's goals for the future. Outline the activities, supports and services needed to move the student towards his/her identified post-school outcome. And, link the student and family with the appropriate adult agencies that can provide continuing supports.

In transition planning consider:

- ☐ Employment/career planning
- ☐ Living arrangements/housing for the future
- ☐ Social and leisure activities
- ☐ Security, health, and safety needs
- ☐ Post-secondary education and training.
- ☐ What kind of supports may be necessary

The IEP and Transition Planning

Follow-up studies of students with disabilities have found that a large number of these students do not go on for further training; they do not receive needed supports and services as adults; and are not as successful when compared with the general population. These findings have led to the conclusion that in order to improve the post-school results of these students, the educational program must be integrated with the student's community living, working and social environments. The transition requirements of IDEA '97 challenge education to improve the post-school results of students with disabilities by doing a better job of planning and preparing students and families for the challenges and complexities of the adult world.

Some material in this publication adapted from:
Storms, J., O'Leary, E., and Williams, J. (2000). *Transition Requirements: A Guide for States, Districts, Schools, Universities and Families*. Minneapolis, MN: National Transition Network, University of Minnesota.

Transition Checklist

The following is a checklist of transition activities that students, parents, and school personnel may wish to consider when preparing transition plans with the IEP team. The student's skills and interests will determine which items on the checklist are relevant. Use this checklist to determine whether or not these transition issues should be addressed at IEP transition meetings. The checklist can also help identify who should be part of the IEP transition team. Responsibility for carrying out the specific transition activities should be determined at the IEP transition meetings.

Four to Five Years Before Leaving School

- ☐ Identify student learning styles and the necessary accommodations to be a successful learner and worker.
- ☐ Identify career interests and skills, complete interest and career inventories, and identify additional education or training requirements.
- ☐ Explore options for post-secondary education and training including admission criteria.
- ☐ Identify interests and options for future living arrangements, including supports.
- ☐ Learn to communicate effectively student interests, preferences, and needs.
- ☐ Be able to explain student disabilities and the accommodations he or she needs.
- ☐ Learn and practice informed decision-making skills.
- ☐ Investigate assistive technology tools that can increase community involvement and employment opportunities.
- ☐ Broaden student experiences with community activities and expand friendships.
- ☐ Pursue and use local transportation options *outside of family*.
- ☐ Acquire an identification card and the ability to communicate personal information.
- ☐ Identify and begin learning skills necessary for independent living including money management.
- ☐ Learn and practice personal health care.

Two to Three Years Before Leaving School

- ☐ Identify community support services and programs (Vocational Rehabilitation, Centers for Independent Living, Community Centered Board, etc.)
- ☐ Coordinate with adult service providers and ensure that appropriate referrals have been made.
- ☐ Match career interests and skills with academic course work and community work experiences.
- ☐ Gather more information on post-secondary programs and the support services offered; and make arrangements for accommodations to take college entrance exams.
- ☐ Identify health care providers and become informed about sexuality and family planning issues.
- ☐ Determine the need for financial support (Supplemental Security Income, state financial supplemental programs, medicare).
- ☐ Learn and practice appropriate interpersonal, communication, and social skills for different settings (employment, school, recreation, with peers, etc.).
- ☐ Explore legal status about decision-making prior to the age of maturity and consider the need for guardianship.
- ☐ Begin a resume and update it as needed.
- ☐ Practice independent living skills, e.g., budgeting, shopping, cooking, and housekeeping.
- ☐ Identify needed personal assistant services, and if appropriate, learn to direct and manage these services.

One Year Before Leaving School

- ☐ Apply for financial support programs. (Supplemental Security Income, Independent Living Services, Vocational Rehabilitation, and Personal Assistant Services).
- ☐ Identify the post-secondary school the student plans to attend and arrange for accommodations.
- ☐ Practice effective communication by developing interview skills, asking for help, and identifying necessary accommodations at post-secondary and work environments.
- ☐ Specify desired job and obtain paid employment with supports as needed.
- ☐ Take responsibility for arriving on time to work, appointments, and social activities including transportation needs.
- ☐ Assume responsibility for health care needs (making appointments, filling and taking prescriptions etc.).
- ☐ Register to vote and for selective service (if a male).

Checklist adapted from the National Transition Network Checklist.

*Published by the Colorado Department of
Education, Special Education Services Unit.*

*Additional copies of this publication may be obtained by
contacting: CDE, Special Education Services Unit, 201 E.
Colfax, Denver, CO 80203. (303)866-6694 or by accessing the
CDE website www.cde.state.co.us. Permission to copy.*